

Spring 8-15-2013

ENG 1001G-005-026

Tammy Veach
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2013



Part of the [English Language and Literature Commons](#)

Recommended Citation

Veach, Tammy, "ENG 1001G-005-026" (2013). *Fall 2013*. 8.
http://thekeep.eiu.edu/english_syllabi_fall2013/8

This Article is brought to you for free and open access by the 2013 at The Keep. It has been accepted for inclusion in Fall 2013 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENGLISH 1001-G COURSE GUIDELINES AND POLICIES, FALL 2013

Instructor: Tammy Veach

Office: CH 3055

Email: tfveach@eiu.edu

Office Hrs: 8 – 9 MWF, ~~4 – 4:30~~ ^{1:30 – 2:00} MW only, & by appt.

Texts: Green and Lidinsky, *From Inquiry to Academic Writing*

Goshgarian, *The Contemporary Reader*, 10th Edition.

Graff & Birkenstein, *They Say, I Say: Moves that Matter in Academic Writing*

Fowler & Aaron, *The Little, Brown Handbook*

COURSE DESCRIPTION & OBJECTIVES: *What to say when we write and the way to say it* will be our main concerns as we explore the power and the many purposes of written language. Over the course of the semester, you will build skills in critical thinking and in organizing, drafting, revising, and editing essays. This course is designed to help you develop a critical eye, independent thoughts, and an individual voice for your writing as you compose a variety of essays.

SPECIAL INFORMATION ABOUT ENG 1001-G AND ABOUT THE EWP: Students enrolled in 1001-G must have scored at least a 15 on the English section of the ACT. See me immediately if you scored a 14 or below or if you have no ACT score on file with EIU. As a graduation requirement, you must submit 3 essays to be included in your Electronic Writing Portfolio; you may choose to submit an essay from this class to help fulfill that obligation. Please go to www.eiu.edu/~assess/ewpmain.php for complete information.

ATTENDANCE, MAKE-UP WORK, AND LATE WORK:

- If you are absent, it is your responsibility to find out what you missed and if changes were made to our tentative syllabus while you were gone. Your regular attendance is important -- due to the interactive nature of this course, much of what we do simply cannot be replicated, even if your absence is excused.
- Excused absences are granted only for **serious and verifiable** reasons, NOT for matters of personal convenience, **nor for illnesses or emergencies for which you have failed to provide verification**. You must initiate the process of documenting your absence as excusable; merely emailing to say you will miss class is **NOT** acceptable verification of the legitimacy of your absence. **I reserve the right to determine what is/is not an excused absence.**
- Examples of excused absences include illness documented with a note from Health Services or a doctor; death in the family for which you have provided a copy of the obituary; car trouble (for commuters only) for which you have provided a copy of the towing or repair bill, etc. Examples of unexcused absences include oversleeping, having an appointment with your advisor (should not be scheduled during class time), needing to study for a test or work on a project for another class, missing because your ride home is leaving early, participating in Rush activities, etc.
- If your absence is excused, late/ make-up work must be completed promptly. If you were absent on the day an assignment was due, to avoid penalty you must turn it in the day you return. In general you will have as much time for make-up work as you were absent (e.g. if you miss 1 class, make-up work is due 1 class after you return).
- If participating in an official EIU activity, work you'll miss must be completed **in advance**. Remind me of your upcoming absence (not just a list of dates in a letter), allowing yourself enough time to complete assignments before you leave.
- I will allow each of you 2 personal days this semester to use at your discretion without penalty, with the following exceptions: **THESE PERSONAL DAYS MAY NOT BE USED ON ANY OF THE FOLLOWING DAYS: ESSAY OR PRESENTATION DUE DATES, CONFERENCES, GROUP WORK DAYS OR PEER EVALUATION DAYS.**
- Attendance is recorded daily; unexcused absences will substantially hurt your grade, especially as follows:
 1. In-class work (quizzes, writing exercises, etc.) can be made up only if your absence is excused
 2. Late work is graded down one letter grade for each day it's late, unless due to an excused absence
 3. Part of your final grade is based upon daily activities: contributions to class discussions; in-class writing activities; a presentation; peer evaluation; conferences, and other activities that can be completed only if you're here.
 4. If you miss class more than those 2 personal days and do not have an excusable reason for which you have provided documentation, you will have points subtracted from your daily grade for each additional unexcused absence, at a graduated rate as follows: 3rd unexcused absence, - 5 points; 4th absence, -10 points (-15 total); 5th, - 20 points (-35 total); 6th, -40 points (-75 total), 7th or more, 0/100 for daily grade
- Absences on assignment due dates, test dates, or conference dates will require strong verification before make-up privileges will be granted or before late penalties will be waived.
- **No assignments will be accepted more than one week after the due date; a zero will be recorded.**

CLASSROOM ETIQUETTE: Demonstrating courtesy to others is important in this class. Please listen while another person is speaking, put your cell phone on vibrate, refrain from all cell phone use including texting/emailing in class, stay awake and alert (no iPods, Beats, etc.), and respectfully handle points of view that differ from your own. Class etiquette includes arriving prepared and on time. Rare lateness of a minute or two is not an issue, but being frequently late or several minutes late is, and I will assign penalties, such as counting your tardiness as an unexcused absence or refusing to admit you into class that day if you are a frequent or blatant violator. Problems in these areas may result in your dismissal from class that day and will adversely affect your daily grade.

INFORMATION FOR STUDENTS WITH DISABILITIES: Please contact the Coordinator of the Office of Disability Services (581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations.

GRADING: English department standards will be used to determine grades on all written work, rather stringent guidelines that evaluate not only the quality and development of your ideas, but also your style, organization, grammatical proficiency, etc. While you will be graded on a variety of activities, the quality of your writing will largely determine your grade in this class. In calculating your semester grade, I will use a 90-80-70% scale. I anticipate assigning a total of 1,000 points, thus 900 - 1,000 for an A, 800-899 for a B, 700 - 799 for a C, but I reserve the right to make changes (such as adding essays, quizzes or other assignments) that may affect the semester point total, though I will still grade on a 90-80-70% scale. For a variety of reasons (including the fact that you will have the opportunity to earn extra credit through a service learning project/essay), I do not round off grades; for example, 799 points or 79.9% still equals a C. English 1001-G is graded on an A, B, C, and NC (no credit) basis, **so you must earn 70% (tentatively 700 points) to pass this class.**

TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:

- **Essays, 850 points** -- You are required to submit all work on your essays, from beginning to end -- notes, brainstorming, rough drafts (save/print a copy of each rough draft before new revisions), and final draft:
 - Essay 1, Narrative, minimum length of 750 words, mandatory peer evaluation, worth 100 points
 - Essay 2, Analysis of animated movie; minimum length of 1,000 words, mandatory conferences, worth 150 points.
 - Essay 3, Persuasion, minimum length of 1,000 words, worth 150 points
 - Essay 4, Collaborative Research, 2,500 - 3,000 words, worth 250 pts (200 essay, 50 pres.); mandatory conf.
 - Essay 5, Revision of essays 1, 2, or 3, worth 200 points (150 for the essay itself; 50 for the changes made)
 - Service Learning/Extra Credit Essay, up to 30 points – see separate handout for full details
- **Peer Evaluation and Conference Preparation, 50 points** – You will be given specific instructions on what to include in your responses to classmates' essays (which must be emailed to both the classmate and me) and what things to bring with you to both of the mandatory conferences we'll have this semester.
- **Daily Activities – participation in class discussions, in-class writing, and other in-class activities-- 100 points:** Your participation in this class on a day-to-day basis is crucial -- you must show up and you must participate in class activities -- BOTH factors will weigh heavily in determining your daily grade. Participation means more than just showing up but sitting silently. Other factors affecting your participation grade include completing all assignments; finishing daily writing or grammar exercises; contributing to class discussion; having a positive attitude; being punctual, prepared for, and attentive during class and conferences; and treating your classmates and teacher with respect. Please also read information under "attendance" regarding the effects of unexcused absences upon your daily grade.

CLASS HANDOUTS/ INFO -- CHECK EMAIL DAILY: Please check your EIU Panthermail account for information and class handouts /materials. You will need to print, read, and analyze materials before class; hard copies of handouts will not be available. If class is ever canceled you will be notified by a note on the classroom door; it may have special instructions, so please be sure to read it. If possible, I will also notify you via Panthermail with further information and instructions.

RETURN OF ESSAYS/ TEACHER COMMENTS: You will receive detailed comments from me on all major writing assignments -- not only to explain the grade you received but to help you improve as a writer. Be sure to read the comments and to discuss them with me if you have any questions. Because of the length of time I devote to reading and commenting upon your essays, expect them to be returned no sooner than 1 week after I receive them.

CONFERENCES, FEEDBACK ON ROUGH DRAFTS, ETC.: We will have mandatory conferences on Essays 2 and 4 to discuss your rough drafts (class will be cancelled for face-to-face meetings with each of you), and I encourage you to come by my office any time you have questions. If my office hours don't fit your schedule, we will strive to arrange a conference at a mutually-convenient time. I will use conferences to answer questions and to address global issues in your work rather than to proofread your work or to clean up your grammatical errors, typos, etc., so be prepared to be your own editor. Finally, please do not wait until the last minute to ask for my advice. I cannot guarantee that I will be able to respond if you're contacting me just a few days before your essay is due; I will answer as many questions as possible on a first-come, first-served basis but may not be able to respond to all questions or conference requests due to time constraints. Please consider the Writing Center in Coleman Hall 3110 as another option.

CONTACTING ME: I encourage you to approach me any time you have questions about class – face-to-face before, during, and after class or during my office hours, or by emailing me. If emailing, please include your name in the subject heading or sign your message! I will respond to your message as soon as possible after I receive it, so if I haven't replied within 24 hours, re-send because I probably didn't receive it (exception: weekends and holidays). If you send your message after 6 p.m. it is likely that you won't receive a reply until after 8 a.m. the following day. I do not have a phone in my office, so emailing me is the easiest way to reach me if you are not able to see me in class or during office hours.

COMPUTER ETIQUETTE AND SPECIAL INFO FOR ETIC SECTIONS (those meeting in rooms 3120, 3130, 3140, or 3210): To maximize English classes' access to the computer labs, we'll alternate weeks between the lab and a regular classroom (paired as either 3210/3140 or 3120/3130) -- consult your syllabus for each week's room assignment. The technology will enhance our class, making it easier for us to write and revise our work, to share our writing, to locate information using the Internet, etc., but our emphasis will be placed upon writing and analyzing the assigned material, assisted by technology when appropriate, rather than focusing on computer skills. Note that the computers and printers in the ETIC are to be used only for your work in this class and only when I've instructed you to do so. Our ability to collaborate with one another will be greatly enhanced by our ability to share time in the lab and regular classroom.

A QUICK NOTE ON RESEARCH: In order to pass this class, you must write an essay in which you incorporate material from outside sources (Essay #4). We will review research methods and MLA parenthetical documentation, but that won't be enough if research writing is new to you, so see me IMMEDIATELY if 1) you've never written a research paper, 2) you've never used MLA documentation, or 3) you've had problems on previous research assignments (particularly with weak sources, documentation, or plagiarism) -- you'll need to allow time for extra conferences and assistance from me outside of class for this assignment, so please let me know ahead of time so I can set aside some extra time to help you.

ENGLISH DEPARTMENT'S POLICY ON PLAGIARISM:

Any teacher who discovers an act of plagiarism -- 'the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (*Random House Dictionary of the English Language*) -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

MORE ON PLAGIARISM, ACADEMIC DISHONESTY, AND SEEKING APPROPRIATE HELP WITH YOUR WRITING:

Plagiarism means taking the words or ideas of another person and passing them off as your own. To avoid it, take special care when using outside sources (including Internet sites): if you incorporate such material into your work, you must follow MLA documentation guidelines to cite each author and page number in parentheses after any sentences that include this material (and include a Works Cited page with complete bibliographic information). If you use both ideas and wording from a source, it's not enough just to cite author and page number; you must also use quotation marks around sentences, phrases, or even key terms taken verbatim from this source. If you have any questions about incorporating or citing material from sources, please see me. I am happy to help you better understand the importance of this issue and to master the protocol involved with citing source materials.

Even when you're not using outside sources, though, you must still make sure that all of the work you turn in is your own and that it has been written this semester for this class. If you have problems with your writing, you need to develop the skills necessary to overcome those problems, and I'm here to help you do that, but it won't happen magically or effortlessly or overnight. In addition, please do not attempt to submit work that you've written for another class. If you have a previous or concurrent assignment that you would like to modify for this class, you must get specific permission from me and must be willing to make significant changes to the work -- no recycled papers from high school or other college courses!!! As overwhelming as this may sound, the rewards are well worth your effort. I am more than willing to meet you halfway if you are willing to try! Even if you've always hated English, I'm here to help make this a less-dreaded subject. . . .

Acceptable help with your writing: consulting with me; working with members of your peer evaluation group, who are instructed to respond to your work following specific guidelines explained in class; seeking tutoring from the ENG department graduate assistants in the Writing Center (Coleman Hall 3110), who will help you with your writing, but without doing the work for you (tutoring, not proofreading). While it is certainly helpful to seek the feedback of others when you write, please don't ask your family, friends, the English major on your floor, or anyone else, to "fix" your paper for you. Feedback is useful, but having someone else do the work for you impedes your development as a writer.

Unacceptable help with your writing: You must turn in your own work. It is unacceptable to take any of these obvious shortcuts: having someone write or rewrite all or a portion of your essay, having someone else identify and correct your grammatical mistakes for you; taking anyone else's ideas and/or words and/or efforts and passing them off as your own; submitting an essay in which any portion has come from anyone else's essay (including fraternity and sorority files) or from an Internet site, term paper company, or any other "cheater" source, or submitting without permission an essay you wrote for another class, past or present.. Remember: I enforce my department's plagiarism policy to the fullest and impose similar penalties for all incidents involving academic dishonesty.

Please note that the F gained through plagiarism or academic dishonesty has a disastrous impact on your grade point average, but an NC gained honestly has no harmful effects upon your GPA. And by working hard, you might find yourself raising your skill level, and thus your grade, to the C level -- or even higher! -- the honest way!

I wish each of you the best of luck this semester -- and am happy to point out that only the few of you who refuse to do the necessary work for this class will be affected by most of these policies. For the rest of you -- together we will work hard, but I hope we'll also have fun along the way. I hope not only to challenge you this semester, but also to encourage you, to inspire you, and to delight in your success. Welcome to my class, and I hope you'll soon feel that it is OUR class. I'm looking forward to a great semester with you!

ENG 1001-G, Veach -- Fall 2013 Tentative Syllabus
Sections 005(9 – 9:50 MWF) and 026 (2:00 - 2:50 MWF), CH 3210/3140
Office 3055 Coleman Hall, Office Hrs: 8 – 9 MWF, 1:30 - 2 MW only, and by appt.

Reminders:

- We alternate between a computer lab (3210) and a regular classroom (3140) on a weekly basis -- see below.
- Reading assignments are to be completed BEFORE coming to class on the date listed; bring book to class
- Since this is a tentative syllabus, expect changes as needs arise.
- Abbreviations of texts used: FIAW = *From Inquiry to Academic Writing*; CR = *The Contemporary Reader*; TSIS = *They Say, I Say*; LBH = *The Little, Brown Handbook*; H = handout

Week 1, Coleman Hall (CH) Room 3210

- M (8/19) Introduction to course and policies; get acquainted
W (8/21) Service Learning Extra Credit assignment explained; in-class writing sample
F (8/23) How do you know if it's good writing? Bring in something you believe is well-written.

Week 2, CH 3140

- M (8/26) Narrative essay assigned.
W (8/28) No Class
F (8/30) No Class

Week 3, CH 3210 (W)

- M (9/2) LABOR DAY; NO CLASS
W (9/4) Sample narrative/reflective essay "Home Invasion" (H) and Paragraphs, intro/concl, editing, etc. CR pp. 31 – 43 and FIAW pp. 247 – 274.
F 9/6) Style and Grammar; Revising and Editing – bring LBH to class

Week 4, CH 3140

- M (9/9) Peer review of essay #1; read FIAW pp. 273-294; bring completed rough draft to class on thumb drive (or email to yourself); peer reviewers-email comments to both me and the students whose essays you review.
W (9/11) Analysis Essay assigned. Begin viewing *The Lion King*.
F (9/13) Finish viewing *The Lion King*.

Week 5, CH 3210

- M (9/16) **Narrative Essay is DUE!!** Discussion of *The Lion King* as it relates to the analysis assignment. Read sample essay together in class.
W (9/18) In-class work on Essay #2.
F (9/20) In-class work on Essay # 2 and writing workshop over Essay #1.

Week 6, CH 3055 (my office) for those who have conferences this week

- M (9/23) No Class – conferences on Essay # 2. **Mandatory attendance on day/time you signed up for.**
W (9/25) " "
F (9/27) " "

Week 7, CH 3055 (my office) for those who have conferences Monday; Class will be in 3140 Wed and Fri

- M (9/30) No Class -- Final conferences on Essay #2. **Mandatory attendance on day/time you signed up for.**
W (10/2) Assigned: Persuasive Essay. Read "Childhood Obesity Warrants Removal of a Child to Foster Care" CR pp. 469-70 and "Why Fat Cannot Make You Unfit to Parent" CR pp. 470-72
F (10/4) **Essay 2 (analysis) Due!!** Identifying types of claims and taking a stand. Read LBH pp. 176 – 215 and FIAW pp. 51 - 57

Week 8, CH 3140

- M (10/7) Considering/refuting the opposition and logical fallacies. Read FIAW pp. 58 – 63 and 18 - 222
- W (10/9) Practice at persuasion: in-class debate
- F (10/11) **Fall Break!! No Class!!!**

Week 9, CH 3210

- M (10/14) Peer evaluation of persuasive essays; bring 2 copies of your draft to class
- W (10/16) **Persuasive essay due!** Essay # 4 (Collaborative Research) assigned, groups chosen; background on research writing (choosing/narrowing topic, searching for/ evaluating sources. Review LBH pp. 548 – 60
- F (10/18) Using sources, gathering info, taking notes: LBH pp. 604 – 625 and A & B 573 – 610. **Group topic due**

Week 10, CH 3140

- M (10/21) In-class work on the research paper – bring sources, notes, etc. to class. **Each individual must turn in annotated bibliography and source evaluation!**
- W (10/23) Quoting, paraphrasing, and avoiding plagiarism: LBH pp. 626 – 635 and H (ck. email)
- F (10/25) Plagiarism quiz. **Group's written plan/division of labor due.**

Week 11, CH 3210

- M (10/28) In-class work on research assignment.
- W (10/30) Sample research paper discussed (print copy from email). **Double-entry journal due from each person**
- F (11/1) **Group progress check**, in-class work day– bring all work to class (notes, sources, outlines, thesis, etc.).

Week 12, CH 3140 (for conferences as well)

- M (11/4) No Class -- group conferences on research paper – held in room 3140. **Mandatory attendance on day/time your group signed up for**
- W (11/6) “ “
- F (11/8) “ “

Week 13, CH 3210

- M (11/11) No Class – conferences finish in room 3210. See me during office hours if you have additional questions!
- W (11/13) In-class work on research paper/presentation; Essay 5 (revision) assigned
- F (11/15) **Essay # 4 (Research) and all supporting materials due at start of class; no late papers accepted.**
In-class work on presentation or on essay 5

Week 14, CH 3140

- M (11/18) **Group presentations over research assignment – ½ of groups will present today**
- W (11/20) **Final day of group presentations – remaining groups will present today;** course evaluations.
- F (11/22) NO CLASS – independent work on Essay 5 (revision)

Week 15 – M 25, W 27, F 29 Thanksgiving break; no class

Week 16, CH 3210

- M (12/2) In-class work on revision assignment. **Last Chance to Turn In Extra Credit/ Service Learning Essay!**
- W (12/4) In-class work on revision, continued.
- F (12/6) Last class day; **Essay # 5 (revision) due by end of class!**

Week 17 -- Finals Week -- No final exam in ENG 1001-G! Good luck on your finals in other classes!